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ABSTRACT

This report from the Toomer Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents eight findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) student basal progress exceeded expectations in most grades; (2) most grades did not reach the system goals on the basic skills test; (3) results for grade three on the criterion-referenced test were very low; and (4) attention and remediation should be given in kindergarten and third grade. Statistics and test scores are presented in 16 tables. (VM)

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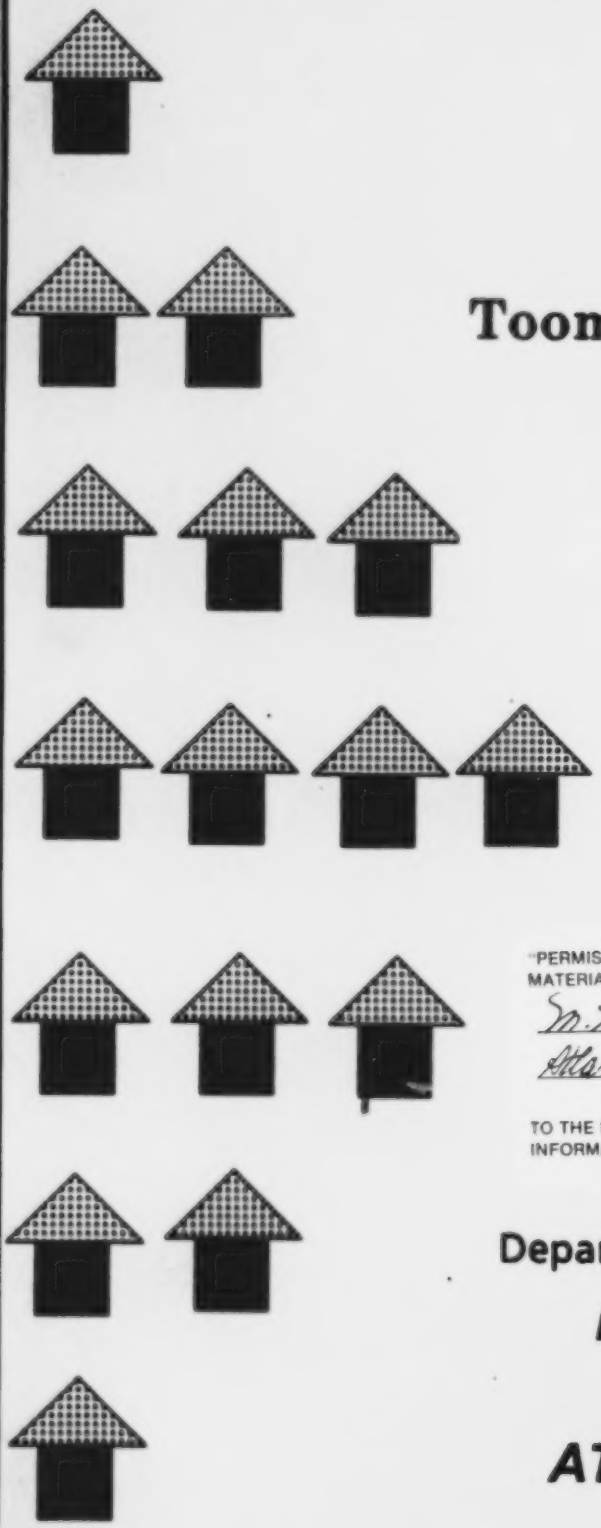

Toomer Elementary School

School Report

1986-87

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ATLANTA PUBLIC SCHOOLS

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TOOMER ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Andy Plankenhorn, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

1. General descriptive characteristics show that the mobility index was below the system average. Pupil attendance was 1 percent above the system level, and staff attendance was 1.1 percent above the system average.

2. The percentage of kindergarten students mastering the skills in Ready Steps was equal to the system average.

   The percentage of students mastering only prereadiness was above the system level. The percentage completing and mastering Getting Ready to Read was below the system average.

3. The summary report in basal reading progress shows that students in grades 2, 4, and 5 exceeded system expectations. In mathematics, grades 1, 2, 4, and 5 each had more than 50 percent reaching the expected level.

4. The student performance on the California Achievement Tests (CAT) was below the system average. However, improvement was shown over the 1986 results.

5. The unmatched Iowa Tests of Basic Skills (ITBS) results show that no grade level had 50 percent at or above the national norm in reading. There was improvement over the 1986 results. In mathematics, 89 percent of the students in grade 2 reached or exceeded the national norm. No other grade reached the desired level. Overall, the school's average percent of students at or above the national norm improved over 1986.

   Matched data show most grades had improvements over the previous year in reading and mathematics.

   The results on state-mandated Social Studies and Science subtests on the ITBS were below the system average for grades 2 and 4.

6. Project students had higher gains than non-project students in both reading and mathematics. Project gains were higher than the system average in mathematics and lower in reading.

7. The Georgia Criterion-Referenced Tests (GCRT) for students in grade 1 showed improvement in scale scores in both reading and mathematics. Total scores were below system averages. The percentage of students mastering objectives was increased on all objectives in reading and 13 of 15 objectives in mathematics.

   On the third grade GCRT, the percentage of students passing decreased in reading and mathematics and was below the system average. Mean scale scores also dropped compared to the 1986 results.

8. The progression minimum skills results in reading show grades 1, 2, and 3 equal to the system level. In mathematics, students in grades 1, 2, 3, and 5 and kindergarten equaled system averages.

   The percentage of students retained was 40 percent in grade 3 due to performance on the GCRT.

CONCLUSIONS

1. Student basal progress exceeded expectation in most grades.
2. Most grades did not reach the system goals on the ITBS.
3. GCRT results for grade 3 were very low.

RECOMMENDATIONS

1. Give extra attention to kindergartners in order to improve Getting Ready to Read mastery.
2. Closely monitor basal progress in order to maintain performance.
3. Analyze and plan activities to improve performance on the third grade GCRT.
4. Plan activities to remediate deficiencies in student work for retainees in grade 3.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 24, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

TOOMER ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	345	326	345	375	368	-7	-1.9	23	6.7
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	17.0	76	1654.0	72
LOAD EXEMPT	5.3	24	640.2	28
TOTAL	22.3	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	83	23	5542	15
COMPENSATORY MATH	68	18	4850	13
BILINGUAL	1	0	571	2
K-GARTEN - APS DAY CARE	23	33	877	15
K-GARTEN - NON-APS DAY CARE	20	29	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	27	39	2652	45
FIRST GRADE - APS K-GARTEN	71	84	5801	89
FIRST GRADE - NON-APS K-GARTEN	12	14	627	10
FIRST GRADE - NO K-GARTEN	2	2	123	2
PUPIL-TEACHER RATIO	21.6		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	42	11	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	111	30	10469	28
MOBILITY INDEX:				
1984-85	.25		.29	
1985-86	.30		.30	
1986-87	.27		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		95.8		94.9
1985-86		95.4		95.1
1986-87		95.7		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		93.2		93.3
1985-86		96.0		94.0
1986-87		96.0		94.9

8/17/87

TOOMER ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		-
SCHOOL	88	97	69	93	96	66	49	85	87	96	8	68
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	2	1	5	5	37	-1	1	1	9	8	0	

8/14/87

TOOMER ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	18	26	6	9	8	12	36	53	68
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
TOOMER ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Magazines

Grade		Number Per Grade	Average Number Completed	Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	9	6.4	71	22	78
	System	9	6.3	70	24	6469
02	School	6	6.3	105	79	70
	System	6	5.6	93	68	5635
03	School	6	4.9	82	30	54
	System	6	5.1	85	50	5233
04	School	4	5.4	135	90	49
	System	4	4.1	103	77	4974
05	School	4	5.3	133	96	47
	System	4	4.0	100	78	4508

7/08/87
TOOMER ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	11.7	90	65	78
	System	13	11.7	90	61	6894
02	School	13	12.2	94	67	70
	System	13	12.0	92	63	5770
03	School	13	11.1	85	19	54
	System	13	11.5	89	51	5285
04	School	13	11.7	90	51	49
	System	13	11.1	85	43	4974
05	School	13	12.5	96	89	47
	System	13	11.0	85	43	4514

Toomer Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	66	68	50	39	61	52	72	--	520
System	6,069	5,939	50	58	68	76	78	--	532

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		82	79	50	16	20	4
02		70	67	50	29	34	5
03		38	52	50	13	21	8
04		59	46	50	15	22	7
05		47	44	50	9	18	9
	School Total	296	288	50	17	24	7
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		82	79	50	39	49	10
02		69	65	50	62	89	27
03		38	52	50	37	38	1
04		59	46	50	25	35	10
05		47	44	50	15	41	26
	School Total	295	286	50	38	53	15
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

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TOOMER ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	TOTAL READING 1986	TOTAL READING 1987	TOTAL READING DIFF	TOTAL MATH N	TOTAL MATH 1986	TOTAL MATH 1987	TOTAL MATH DIFF
02	PERCENT	50	50	20	36	16	50	46	86	40
	MEAN GE	2.7		1.7	2.4	0.7		2.1	3.3	1.2
03	PERCENT	50	42	31	21	-10	42	62	40	-22
	MEAN GE	3.7		2.3	3.2	0.9		3.2	3.5	0.3
04	PERCENT	50	31	13	16	3	31	35	32	-3
	MEAN GE	4.7		3.3	3.9	0.6		3.6	4.3	0.7
05	PERCENT	50	41	15	17	2	41	32	34	2
	MEAN GE	5.7		3.7	4.9	1.2		4.2	5.5	1.3
SCHOOL TOTAL										
	PERCENT	50	164	20	24	4	164	45	51	6
	MEAN GE			2.8	3.6	0.8		3.2	4.0	0.8
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

August 20, 1987

Toomer Elementary

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

SOCIAL STUDIES

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	64	2.7	3.5	4.2	3.3
04	64	50	61	62	36	4.7	5.3	5.3	4.0

SCIENCE

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	34	2.7	3.0	3.2	2.0
04	64	50	66	62	41	4.7	5.6	5.4	4.2

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TOOMER ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL
GRADES

PROJECT	GROUP	YEAR	1		2		3		4		5		6		7		TOTAL	
			N	NCE	N	NCE	N	NCE	N	NCE	N	NCE	N	NCE	N	NCE	N	NCE
COMP. READING	SCHOOL	1986	14	34	22	30	12	28	7	26	1	22					56	30
		1987		39		39		44		28		1						38
		GAIN		5		9		16		2		-21						8
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	3	32	38	46	35	48	28	43	38	38					142	43
		1987		41		55		39		43		41						45
		GAIN		9		9		-9				3						2
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

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TOOMER ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	13	27	15	27	8	30	5	17	1	1					42	26
		1987		54		57		36		28		1						47
		GAIN		27		30		6		11								21
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	4	29	44	56	39	62	30	46	38	44					155	52
		1987		56		73		47		46		48						55
		GAIN		27		17		-15				4						3
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
TOOMER ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	82	57	40	44	37	59	70	62	67	38	46	194
	1987	78	85	67	67	58	83	81	79	85	53	67	206
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		28	27	23	21	24	11	17	18	15	21	12
DIFF. SCHOOL-SYSTEM (1987)			6	2	-1	-3	5	0	-2	3	-11	-3	-5
DIFF. SCHOOL-STATE (1987)			1	-9	-8	-1	6	-4	-1	4	-7	-2	-6

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	82	77	79	63	67	83	94	50	68	79	70	87	70	80	65	71	202
	1987	78	85	88	64	74	76	95	65	76	92	79	85	94	92	78	81	210
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		8	9	1	7	-7	1	15	8	13	9	-2	24	12	13	10	8
DIFF. SCHOOL-SYSTEM (1987)			-2	0	-7	-6	-2	2	-3	-1	10	-2	1	9	-1	1	-2	-1
DIFF. SCHOOL-STATE (1987)			-5	-3	-15	-7	-4	1	-3	5	8	-2	0	3	-3	-4	-1	-3

09/11/87
TOOMER ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	38	47	3	47	32	29	5	21	18	207	97
	1987	47	53	19	51	49	11	15	32	17	195	77
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		6	16	4	17	-18	10	11	-1	-12	-20
DIFF. SCHOOL-SYSTEM (1987)			21	9	14	19	1	1	11	9	-13	-13
DIFF. SCHOOL-STATE (1987)			31	12	26	25	4	5	16	12	-19	-17

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	38	26	13	13	11	5	45	42	13	21	3	24	29	210	100
	1987	47	38	51	81	60	57	62	60	23	32	17	21	28	193	70
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		12	38	68	49	52	17	18	10	11	14	-3	-1	-17	-30
DIFF. SCHOOL-SYSTEM (1987)			13	14	22	29	14	17	18	6	12	-6	9	8	-12	-16
DIFF. SCHOOL-STATE (1987)			21	21	28	34	17	26	28	6	18	-2	12	12	-17	-22

8/03/87

TOOMER ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

READING

GRADE		PERCENT OF STUDENTS MASTERING EACH SKILL																			AVERAGE NUMBER SKILLS MASTERED	N
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
K	SCHOOL	99	100	100	99	99	96	96	97	96	97										10	68
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	2	1	7	1	7	4	7	1	1	-1										1	
01	SCHOOL	99	91	90	94	87	87	86	86	86	95	91	95	97	100	97					14	78
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	7	6	6	5	5	3	3	5	4	6	7	8	7	5	3					1	
02	SCHOOL	88	87	88	86	86	88	86	87	87	87	86	97	97	94	91					13	69
	SYSTEM	89	04	88	88	88	88	88	89	91	87	88	90	93	93	94					13	5,642
	DIFF	-3	-7	-2	-2	-2	-2	0	-2	-4	0	-2	7	4	1	-3					0	
03	SCHOOL	73	71	73	69	73	71	65	65	73	75	64	69	64	73	64	80	80			12	55
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	-17	-17	-17	-19	-16	-18	-21	-22	-20	-16	-23	-20	-22	-18	-23	-13	-13			-3	
04	SCHOOL	91	87	89	91	87	85	89	89	85	85	89	89	87	94	94					13	47
	SYSTEM	83	83	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	7	6	-3	-2	-5	-8	-1	-3	-7	-7	-3	-3	-6	2	0					-1	
05	SCHOOL	98	98	98	98	96	94	96	96	94	94	94	96	96	94	94	94	94	94	96	18	47
	SYSTEM	91	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	2	2	2	3	2	0	2	3	0	0	1	2	3	1	2	1	1	0	2	0	

8/03/87

TOOMER ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	99	97	99	99	97	94	94	90	88	91	87									10	69
	SYSTEM	98	95	94	94	94	88	94	93	92	96	87									10	5,905
	DIFF	1	2	5	5	3	-1	0	-3	-4	-5	0									0	
01	SCHOOL	100	99	99	94	97	96	90	92	96	95	94	96								11	78
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	2	1	3	1	5	5	3	4	8	5	4	5								0	
02	SCHOOL	94	91	91	93	93	93	91	91	90	96	94	94	93	91	89					14	70
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	-3	-5	-2	0	2	1	-2	-4	-2	0	-1	-1	0	-1	-1					0	
03	SCHOOL	91	93	91	87	87	85	83	83	85	83	83	85	83	89	91	80	81			15	54
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	-3	-1	0	-6	-2	-4	-5	-6	-7	-7	-5	-4	-7	-1	2	-8	-7			0	
04	SCHOOL	98	98	94	91	91	89	91	94	91	79	81	87	87	83	89	89				14	47
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	4	6	-1	-2	0	-1	-1	1	0	-13	-8	-4	-5	-8	-1	1				-1	
05	SCHOOL	98	98	98	98	98	98	96	96	96	98	96	98	96	98	96	96	96			16	47
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	4	4	5	6	5	6	4	6	5	5	7	7	5	9	6	9	9			1	

7/08/87 TOOMER ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	56	80.0	1	1.4	13	18.6	70
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	66	84.6	1	1.3	11	14.1	78
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	58	82.9	8	11.4	4	5.7	70
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	28	50.9	5	9.1	22	40.0	55
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	36	75.0	9	18.8	3	6.3	48
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	44	93.6	3	6.4		.0	47
	System	4,136	92.2	220	4.9	129	2.9	4,485